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ABSTRACT

This paper argues for a closer connection between departments of counseling psychology and schools of education, based on the contention that all educators must understand the nature of behavior, the vulnerabilities of students during development, the sources of environmental influences contributing to behavioral effect on school performance, and the importance of timely interventions. Counseling psychology is therefore presented as fundamental to the mission of preparing education professionals to create healthy learning environments. To illustrate the significance of counseling psychology to educational reform, the author briefly describes his experiences designing a new graduate program at the University of Kansas in instructional leadership. This description discloses that many of the most important behavioral themes in instructional leadership relate directly to counseling psychology, suggesting that counseling psychology departments can exert positive influences on training programs for teacher and administrators. (TE)

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Departments of Counseling Psychology Within Schools of Education: Partners in Teacher Education

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Given that education not only studies but also influences behavior, it is intriguing that the relationship between departments of counseling psychology and professional schools of education would be an organizational issue--or that psychologists would view their personal affiliation with education as less than desirable. However, if we are to effectively alter the cognitive and affective behavior of young people, it is my contention that all educators must understand the nature of behavior, the vulnerabilities during development, the sources of environmental influences contributing to behavioral effect on school performance, and the importance of timely interventions. And if we are to affect the organization of schools through the behavior of their governing individuals, educators must become more sensitive to the power of interpersonal skills--not only as an intervention, but also as a means for developing the behaviors necessary to participate in change. Just as measuring and understanding student performance depends on statistics, as the study of educational foundations rests on philosophy, the study of schools on organizational theory and the study of learning on psychology, counseling psychology is fundamental to the mission of professional education schools--in the preparation of educators capable of creating healthy learning environments.

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We must not think of schools of education as only concerned with pedagogy. Nor can we assume schools inherently possess conditions favorable to teaching and learning. In fact, reality suggests a very different situation. From my perspective, the circumstances essential to quality education are at-risk, demanding the attention and involvement of professions whose mission focuses on the treatment and prevention of conditions influencing the learners' performance. This includes the responsiveness of families as well as communities.

While I concede that opportunities for stress may exist where departments of counseling psychology are located in schools of education, that counseling psychology faculty and students may risk isolation, and at times they may find their expectations in conflict with those of other colleagues in education, it is my belief that education provides the context in which these issues can be resolved. Moreover, counseling psychology contributes significantly to the outcomes of education. For example, as the obligations of formal education extend downward to infancy and upward to adult learning, and as education becomes the means for addressing the major social as well as health issues of the nation (e.g., AIDS, drugs, teenage suicide, nutritional habits of young people), it is important, in my judgement, that programs such as counseling psychology become integral to the process of preparing professionals for roles in education. And I don't think this is effectively achieved through consortia relationships or other loose organizational configurations.

Let me share with you where I am coming from. The School of Education at the University of Kansas has a rather traditional organizational structure. We have seven academic departments. These include counseling psychology, educational policy and administration, educational psychology and research, curriculum and instruction, art, music education and music therapy, health, physical education and recreation, and special education. (My own professional affiliation is in special education.) In addition, during the last twelve years, the School has undergone a major transformation in enrollment composition--from approximately 2000 undergraduates and 800 graduate students in the 1970's to the reverse by the mid-1980's.

In 1981, the School engaged in the process of implementing a five-year extended teacher education program. Admitted to the teacher education program as juniors, students recommended for certification must be admitted to the Graduate School at the beginning of the fifth year--a year comprised of student teaching, 15 hours of graduate study, and an internship. The counseling psychology program has been responsible for two courses in the sequence--one is a pre-education course offered at the freshman level emphasizing career development, and the second is a course offered in the senior year emphasizing counseling and consultation skills. In addition, the counseling psychology faculty were extensively involved in the design and implementation of the restructured teacher education program. Further, since the extended program is heavily oriented towards clinical experience with a strong emphasis on liberal arts and sciences, we believe in the

importance of the skills and content taught by the counseling psychology department for teacher preparation. In sum, the orientation of the CPSY faculty is essential to the process of teacher education reform.

Since the process of change in our teacher education program began earlier than in most professional schools of education, we have some advantage in looking at the reform movement. The School of Education at KU was not under a mandate, nor was there any predetermined outcome when the process commenced. I was not serving as the dean at the time of the change and was not extensively involved in the process. During the last two years, the program as well as the process have been examined in an attempt to reconstruct the events that occurred. Through this effort it became apparent that certain individuals had considerable influence on both the program design and subsequent effectiveness, and that the department of counseling psychology was clearly represented among the most influential departments.

This case provides an example for and introduces the following discussion of both the teacher education reform movement and the implications for programs in counseling psychology. To the latter point, it is my perspective that the changes occurring in teacher education provide a window of opportunity for CPSY programs because the skills, philosophy, and body of knowledge fundamental to counseling psychology as a discipline are integral to the knowledge-base for the preparation of educational personnel--administrators as well as teachers. Moreover, as part of a school of education, counseling psychology establishes a significant presence in the

reform movement. It is in this milieu that, in my estimation, the skills and knowledge-base of counseling psychology become increasingly important to teacher education.

A brief examination of the reform movement in teacher education follows. To begin, we need to review some of the basic concerns in the reform movement occurring in K-12 education. However, it is naive at best to separate the recommended changes in teacher education from the demands placed on the public schools. If real changes are to occur in the schools, they must translate into specific implications for the curricula implemented in our personnel preparation programs.

Reform Expectations of K-12 Education With Implications for Programs in Counseling Psychology

1. Teachers should be empowered with more instructional leadership responsibility and allowed to exert greater influence on the use of resources for instructional purposes.

2. Parents should have more involvement in curricular and organizational decisions.

3. Schools should focus on conditions conducive to effective teaching and learning.

4. Teachers should participate in the evaluation of peers.

5. Mentoring by outstanding teachers should be emphasized both as an approach to the induction of novice teachers and as staff development for experienced teachers.

When reviewing this list, it becomes apparent that it is incomplete and possesses a glaring omission. No reference is made to reform issues concerned with what students should be taught or student outcomes--except as impacted by better prepared teachers. The reference to conditions conducive to teaching and learning is the only exception. However, this is hardly a reform statement except where the focus is on the emphasis and broadening of conditions to include concern for the social situations students encounter in and out of school, and the responsibility that ensures learners have the information and knowledge of behavioral consequences needed to make good decisions. Without question, counseling psychology has much to offer in this area. For example, teachers at all levels can expect to be involved with instruction on AIDS--if not directly, then at least through discussions initiated by students. If assisting the student with understanding their personal responsibilities without preparation on the social and personal adjustment implications associated with AIDS, beginning teachers will likely miss opportunities for meaningful teaching situations, and students may find themselves with an understanding of only the biological aspects of AIDS. Although this is an extreme example, it illustrates the necessary broadening of conditions that call for counseling skills on

the part of teachers, and the need for sensitivity to the personal needs of students.

Let's examine the reform expectations relative to teacher behavior in the context of opportunities for counseling psychology. It seems to me that if we are to prepare teachers as well as administrators and support personnel who are participants in creating and accepting change, the skill and knowledge-base of counseling psychology will continue to increase in importance. This does not mean that those who are traditionally involved in the design of teacher education curricula will necessarily make this association or will be willing to allocate time in the program to developing such skills. Considerable effort on the part of counseling psychology faculty at the school level or advocacy by counseling psychologists in the teacher education literature may be needed. The responsibility and obligation largely rests with the faculty themselves. If they believe in the relevance and power of their interventions, then it is incumbent on them to influence the curricula of educational personnel. In my judgement, that is best achieved by direct affiliation with professional schools of education.

To illustrate the significance of counseling psychology's skill and knowledge-base to the future of reform in education, I want to share some experiences we have had at the University of Kansas with designing a new graduate program in the area of instructional leadership. The initial thoughts about the program were stimulated by the recommendation in a Carnegie report two years ago relating to the role of *lead teachers* who are developed at

the building level. Moreover, those who assume the role should be outstanding teachers who continue to maintain some direct instructional responsibility in the classroom while at the same time demonstrate the *lead teacher* role. We have spent two years working with four school districts together with a non-profit teacher center as partners in developing the curriculum. At the outset, the curriculum planning initiative involved a two-week planning institute during the summer of 1987. An early task addressed by the group involved speculating about the essential behaviors of a successful instructional leader. A list of 28 behaviors was compiled, and out of the total, nine fell into the realm of influence one could reasonably expect a department of counseling psychology to have on a personnel preparation program. These include the following:

Desired Behaviors of Instructional Leaders

1. Capable of developing and maintaining collegiality.
2. Mentoring.
3. Capable of self-assessment and reflection.
4. Facilitates collaboration.
5. Capable of providing appraisal and feedback to colleagues.
6. Is persuasive with fellow teachers and colleagues.
7. Effectively advocates for teacher and instructional functions.
8. Is resourceful to teachers in need of assistance.

When one considers these behaviors and the previously mentioned reform initiatives, it becomes apparent that there are

some common behavioral themes directly related to major elements of counseling psychology, or at least some areas in which counseling psychologists perceive themselves as expert. These themes (for lack of a better term) call for internalizing feedback from others and influencing others through one's own behavior. These skills are not easily achieved, nor do they normally receive sufficient attention in personnel preparation programs in schools of education. To achieve them requires expertise not typically available in teacher education programs. But, it seems to me, they represent reasonable expectations. Educators today, particularly new teachers, find themselves adjusting not only to change as their districts respond to the concerns and frustrations of the public, but also attempting to maintain their self-esteem and professionalism while sharing in the criticism focused on the schools. It is a major challenge to maintain confidence as a teacher knowing your responsibilities to students on one hand, and on the other hand, recognizing that the effectiveness of the system (including your skills) is being questioned.

It seems to me that if we look toward the future optimistically, schooling can be made more effective if schools of education integrate into their training programs the kinds of experiences that will assist teachers and administrators with:

.....using mentoring skills to influence others
.....providing support to peers through collegiality
.....working through the ambiguities of change
.....understanding the criticism they share

.....dealing with the ability to reflect on and evaluate their own performance

.....testing their beliefs

.....collectively accepting responsibility for improving schools

Interestingly enough, many of these behaviors apply to students as well as adults. They too must be able to reflect, experience self-appraisal, accept feedback, influence others through their own behavior, and collaborate with peers in positive initiatives. If teachers and administrators achieve these behaviors, they will be better prepared to meet their responsibilities and at the same time influence the behavior of students.

Summary

Rather than argue the importance of schools of education as a home for departments of counseling psychology on the basis of organizational issues or the role of counseling psychologists in the treatment of youth, I have elected to focus from my perspective as a dean, on what appears to be a major need emerging from the education reform movement. This need can potentially translate into a significant opportunity for counseling psychology departments to exert positive influences on the effectiveness of preparing personnel to meet the challenge of improving our schools.

Two dimensions of this opportunity relate to the development of interpersonal skills on the part of educators. The first includes

those behaviors and skills necessary to participate in the change occurring in the schools--ranging from the ability to reflect on one's experience as well as benefit from self-appraisal--to the ability to deal effectively with the ambiguities and inherent criticisms associated with change. The other dimension centers on the skills needed by teachers and administrators to be effective as instructional leaders in facilitating positive change in the schools. These behaviors include the ability to function as mentors, develop collegial relations, and to exercise persuasion when necessary to ensure that needed changes are made. John Dewey wrote in 1938 that "education is essentially a social process," and believed that education should teach one of the most important lessons in life, that of "mutual accommodation and adaptation." The social and interpersonal skills needed by our future teachers are fundamental to their ability to adapt to change.

Departments of counseling psychology (if they elect to move beyond the more traditional treatment-oriented direction of the discipline) can develop as an effective, influential force in the preparation of teachers and administrators. Their influence could impact profoundly on the nation's efforts to improve the quality of public education. For this to occur, schools of education may provide the best context, and in turn the best home, for departments of counseling psychology.